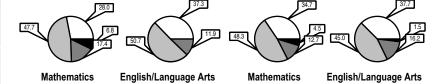
BOWMAN ELEMENTARY 131 Poplar St Bowman, South Carolina 29018 K-5 Elementary School GRADES 286 Students ENROLLMENT Dr. Samuel Alston 803-829-2812 PRINCIPAL SUPERINTENDENT Mr. Melvin Smoak 803-534-5454 BOARD CHAIR Mr. Melvin Crum 803-534-5454 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 8 61 45 IMPROVEMENT RATING: AVERAGE ADEQUATE YEARLY PROGRESS: ND This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Average	Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School Elementary Schools with Students like Ours



Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEASITERS, BYOSERTS, AIR		_	
	Teachers	Students	Parents
Number of surveys returned	28	45	24
Percent satisfied with learning environment	100.0%	97.8%	95.8%
Percent satisfied with social and physical environment	92.9%	93.3%	91.3%
Percent satisfied with home-school relations	51.9%	97.8%	91.3%

Bowman Elementary 3805012

PACT PERFORMANCE	- SY LIK					7		/ \
	,	N 1st ting	/ 🖈 /	/asic	/.e. /	Proficient of	Advanced ole Profit	cient and
	dir	ier des	lested old the	OND	Basic ok	Profit	Advar. Of	ciernanc
	EMO	0/0	0/08	ole Flow Basic	0/0	0/0	0/0/0/	cientand Advance
All students	440	EN TESTING	Er 07.0	igiisn/Lar	iguage A			
Gender	140	100.0	37.3	50.7	11.9	N/A	11.9	17.6
Male	72	100.0	45.6	48.5	5.9	N/A	5.9	17.6
Female	68	100.0	28.8	53.0	18.2	N/A	18.2	17.6
Racial/Ethnic Group	00	100.0	20.0	00.0	10.2	14// (10.2	17.0
White	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	132	100.0	35.7	51.6	12.7	N/A	12.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	14//1	0.0	14//1	14//1	14// (14// (14//	17.0
Not disabled	102	100.0	26.0	57.3	16.7	N/A	16.7	17.6
Disabled	38	100.0	65.8	34.2	N/A	N/A	N/A	17.6
Migrant Status	30	100.0	00.0	01.2	14// (14// (14// (17.0
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	140	100.0	37.9	50.0	12.1	N/A	12.1	17.6
English Proficiency	140	100.0	07.0	00.0	12.1	14// (12.1	17.0
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	140	100.0	37.2	50.4	12.4	N/A	12.4	17.6
Socio-Economic Status	110					,		
Subsidized meals	123	100.0	38.3	50.4	11.3	N/A	11.3	17.6
Full-pay meals	17	100.0	35.3	47.1	17.6	N/A	17.6	17.6
				•				
				Mathe	matics			
All students	140	98.6	28.0	47.7	17.4	6.8	24.2	15.5
Gender								
Male	72	98.6	28.4	49.3	16.4	6.0	22.4	15.5
Female	68	98.5	27.7	46.2	18.5	7.7	26.2	15.5
Racial/Ethnic Group								
White	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	132	98.5	28.2	46.8	17.7	7.3	25.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	102	100.0	19.8	50.0	20.8	9.4	30.2	15.5
Disabled	38	94.7	50.0	41.7	8.3	N/A	8.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	140	98.6	28.5	46.9	17.7	6.9	24.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	140	98.6	27.9	47.3	17.8	7.0	24.8	15.5
Socio-Economic Status								
Subsidized meals	123	98.4	30.1	47.8	16.8	5.3	22.1	15.5

30.1

17.6

47.8

41.2

16.8

23.5

5.3

17.6

22.1

41.2

15.5

98.4

100.0

123

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

FAL	T PERFC							
			18.10	/.	/ sic		, ort	/ ¿d
		/.5	entresti	asted /	MASS	asic /	roficie	HAMU /
		Endir	ent 1st ing	lested olo Bi	alow Basic	Basic ol	Proficient old	Advanced post
		/ V V	7	- olo	n/Langua	/		/ 9/0
	Grade 3	49	N/A	39.6	35.4	25.0	N/A	25.0
	Grade 4	48	N/A	19.6	65.2	15.2	N/A	15.2
-			N/A					
2002	Grade 5	2		N/A	N/A	N/A	N/A	N/A
7	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	44	100.0	52.4	35.7	11.9	N/A	11.9
	Grade 4	49	100.0	13.0	65.2	21.7	N/A	21.7
83	Grade 5	47	100.0	47.8	50.0	2.2	N/A	2.2
2003	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

				M	athematio	s		
	Grade 3	49	N/A	35.4	39.6	20.8	4.2	25.0
	Grade 4	48	N/A	15.2	47.8	17.4	19.6	37.0
8	Grade 5	2	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	44	97.7	43.9	46.3	7.3	2.4	9.8
	Grade 4	49	98.0	6.7	44.4	33.3	15.6	48.9
83	Grade 5	47	100.0	34.8	52.2	10.9	2.2	13.0
2003	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

I	 		ПE	

SCHOOL PROFILE				
C	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 286)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 4.1%	2.5%	2.4%
Attendance rate	96.6%	Down from 96.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.9%	Up from 4.3%	5.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Up from 2.3%	8.1%	8.0%
Older than usual for grade	1.4%	Down from 2.3%	2.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees Continuing contract teachers	63.0% 85.2%	Down from 64.3% Up from 82.1%	47.4% 79.8%	50.0% 85.3%
Highly qualified teachers Teachers returning from previous year	N/A 90.9%	N/A Up from 90.7%	N/A 81.4%	N/A 86.2%
Teacher attendance rate	94.3%	Down from 96.5%	94.9%	95.3%
Average teacher salary	\$41,627	Up 4.5%	\$38,746	\$39,909
Prof. development days/teacher	13.0 days	Up from 8.5 days	13.5 days	11.4 days
School				
Principal's years at school	13.0	Up from 12.0	3.0	4.0
Student-teacher ratio	14.9 to 1	Up from 14.4 to 1	17.2 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 89.5%	88.5%	89.7%
Dollars spent per pupil*	\$7,314	Up 11.9%	\$6,519	\$5,892
Percent spent on teacher salaries*	66.7%	Up from 65.9%	65.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.7%	Down from 97.7%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to above in high neverty cabools	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bowman Elementary School is a rural Title I school serving students in four year old child development classes through fifth grade with an enrollment of 321 students. Our school consists of 94% minority students with approximately 92% of the students receiving free or reduced-price lunch. Our scores on the 2002 Palmetto Achievement Challenge Test (PACT) show that our after school tutoring, Saturday PACT Academy, daily homework and Parent PACT nights are paying off. We received an Absolute rating of Average and Improvement rating of Excellent. A plaque, \$2,500, a flag and a statue were awarded to our school and community for their hard work.

This is the second year of our South Carolina Reads Initiative grant award. Through this program, two adults received their GED and will begin classes at Orangeburg-Calhoun Technical College this fall. Our goal is to double this number within the next nine months.

Staff development is an on-going process at our school. Topics covered include How the Brain Works, Teaching Mathematics using Manipulatives as a Reinforcement Tool and Best Practices in Early Literacy.

Community outreach strategies include hosting luncheons and breakfasts for our local ministers and community leaders. We have breakfasts for parents, grandparents, Doughnuts for Dads and other inviting activities for our parents and community.

Four members of the faculty will begin working on doctoral programs in the fall of 2003. Instructional assistants are working towards completing their undergraduate requirements. One has successfully received an undergraduate degree and one will be receiving a degree in 2004.

Due to the large Spanish speaking community in our attendance zone, we are printing forms that parents can complete in Spanish or English.

Our goal is to continue to show academic improvement every year.

Dr. Samuel Alston, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.